



SAMPLE MATERIAL

Interactive Reading: A PEER Sequence Planner

Composite Example

Topic: Preschool Language and Literacy

Practice: Use Interactive and Dialogic Reading

Interactive reading uses a scaffolded method of assessing and supporting children's vocabulary and language development. As the child becomes increasingly familiar with a book, the adult reads less, listens more, and gradually uses higher level prompts to encourage the child to go beyond naming objects in the pictures to thinking more about what is happening in the pictures and how this relates to the child's own experiences.

This planner is designed to help a teacher prepare for a reading lesson using the PER sequence and prompts. The acronyms PER and CROWD can help teachers remember the sequence and types of prompts to use. The PER and CROWD sequences were developed by Grover J. (Russ) Whitehurst. A more comprehensive explanation of these acronyms is provided in "Dialogic Reading: An Effective Way to Read to Preschoolers," which can be accessed at <http://www.readingrockets.org/article/400>.

PEER sequence - the role of the teacher is to:

- o Prompt the child with questions
- o Evaluate the child's response
- o Expand the response
- o Repeat the expansion

CROWD prompts - the teacher asks children to:

- o Complete fill-in-the-blank
- o Recall: remember aspects of the book
- o Open-ended: describe in their own words what's happening in the story
- o Wh-: talk about what, where, who, and why aspects of the story
- o Distance: make connections to personal experiences outside the story

Part I provides an example of how a teacher might use all of the prompt types during a multiple-purpose reading to help children learn the vocabulary, talk about the story in their own words, recall the story plot, and make connections.

Part II includes separate worksheets to get you started. The first three worksheets can help you plan PEER sequences using individual prompt types for specific reading purposes—learn vocabulary, talk about the story, make connections. The fourth worksheet can help you put it all together so you can move flexibly between the different prompt types as shown in the example.

PART I: PEER Sequence Example

Multi-Purpose Reading:

Help children learn vocabulary, talk about story in own words, recall story plot, and make connections



In the story, Jamie and her friend Jess have a series of adventures in their apartment building when they go down to the first floor to retrieve the mail from their families' locked mailboxes.

EXAMPLE PEER DIALOG

Prompt Type	Teacher Prompts	Possible Child Responses	Evaluation of Possible Responses	Possible Teacher Expansions
Wh-	What kind of shoes is Jamie wearing?	They look like sneakers.	Child recognizes sneakers. Expand the response with an attribute of this type of shoe, such as shoelaces (vocabulary).	Yes, they look like sneakers that are tied with shoelaces.
Wh-	What is Jamie's Dad doing to her shoelaces?	A double knot.	Child knows the word "double knot." Expand the response with the definition of a double knot (vocabulary).	That's right! He's making a double knot. He's tying the shoelaces two times. Can you see the double knots on the shoelaces?
Wh-	What is on the floor next to Dad?	There's a bag and pens.	Child knows the word "bag." Use the vocabulary word "briefcase," and expand the response.	Good! There's a briefcase and two pens on the floor.
Wh-	What is a briefcase used for?	My Mom has a briefcase. She works in an office.	At least partial understanding of the word. Expand the definition of a briefcase to include what it's used for.	Yes, some parents use a briefcase to carry papers and pens they need for their office work.
Completion	To open the mailbox Jamie will need to use a _____.	A key!	Child knows the word key. Expand the response.	Yes, the key's on the floor next to Jamie.
Open-ended	What should Jamie do with the key?	Put it somewhere.	<ul style="list-style-type: none"> ○ Expand by adding details. ○ Use basic vocabulary. 	Yes, you're right that Jamie will need to find a good place to keep the key. She might put the key in her <i>pocket</i> so she won't drop it while she goes downstairs.
Open-ended	Where's the mailbox?	Downstairs.	<ul style="list-style-type: none"> ○ Expand by adding details. ○ Introduce new vocabulary. 	Good. It's downstairs on the first floor of the <i>apartment building</i> .

EXAMPLE PEER DIALOG (continued)

Prompt Type	Teacher Prompts	Possible Child Responses	Evaluation of Possible Responses	Possible Teacher Expansions
Recall	Can you remember what happened to Jamie and Jess on the way to the mailbox?	They had adventures!	<ul style="list-style-type: none"> ○ Use additional recall prompts to encourage the child to tell more. ○ Move on to open-ended questions. 	<ul style="list-style-type: none"> ○ What happened first to Jamie and Jess on their way to get the mail? ○ Do you remember what Jamie found in the locked mailbox? ○ What did Jamie and Jess do with the mail? ○ What happened next?
Distancing	Jamie is big enough to go by herself to get the mail for her Dad. What do you do all by yourself to help out Mom or Dad?	Get the mail.	Encourage the child to talk more about the process of getting the mail (e.g., where's the mailbox, do they need help getting dressed because it's outside, etc.).	<ul style="list-style-type: none"> ○ What do you do to get the mail? Do you go downstairs like Jamie? ○ Is there anything else you do to help out?
Distancing	Do you know anyone who lives in an apartment building?	My aunt.	Encourage the child to talk more about the attributes of an apartment building (e.g., there are lots of neighbors).	<ul style="list-style-type: none"> ○ Tell me more about the building. ○ What else?
Distancing	Jamie and Jess shared adventures. What adventures have you shared with friends?	Play at the playground.	<ul style="list-style-type: none"> ○ Encourage the child to talk about specific things they do together. ○ Extend the conversation to the family. 	<ul style="list-style-type: none"> ○ What do you like to do together at the playground? ○ What adventures have you shared with your family?
Open-ended/ Recall	We've finished reading the story. Who can tell us what happened at the end?	She got the mail.	<ul style="list-style-type: none"> ○ Continue prompting to get the child to give more details ○ Fill in some of the details. 	<ul style="list-style-type: none"> ○ Yes, she went to the mailbox. What did she do with the mail?
Open-ended/ Making connections	<ul style="list-style-type: none"> ○ How did Jamie feel at the beginning of the story? ○ Did she feel the same way while she was getting the mail? 	<ul style="list-style-type: none"> ○ Excited. ○ A little nervous. 	<ul style="list-style-type: none"> ○ Continue prompting to elicit more talking. ○ Relate responses to the child's own experiences. 	<ul style="list-style-type: none"> ○ Do you remember a time when you felt nervous?

PART II: PEER WORKSHEETS

Reading Purpose: Learn the Vocabulary

Help children talk about the pictures in the book to establish vocabulary and understanding of what's happening.

Book Title: _____

Prompt types: Completion, Wh-

[illegible]

Interactive Reading: A PEER Sequence Planner—*Composite Example*

Reading Purpose: Talk about the Story in Own Words

Help children move beyond vocabulary and begin to tell the story with the teacher providing expansions as necessary to “fill in” the story.

Book Title: _____

Prompt types: Recall, Open-ended

[illegible]

Interactive Reading: A PEER Sequence Planner—*Composite Example*

Reading Purpose: Make Connections

Help children extend beyond the page to connect parts of the story, connect the story to their lives, build up narrative and theme.

Book Title: _____

Prompt type: Distancing

[illegible]

Interactive Reading: A PEER Sequence Planner—Composite Example

Reading Purpose: Put it All Together
Use all prompt types to address multiple learning goals

Book Title: _____

[illegible]